

EARLY CHILDHOOD EDUCATION 2 ACTIVITIES

Course Code: 5701

A. Career Paths

1. Intern at an early childhood education center.

- Visit the Nurturing Center in Columbia, SC or another program designed to teach parents how to parent.
- Establish employment or volunteer opportunities at an early childhood education center.
- Create observation checklists for field experiences.
- Visit Gateway Academy at the University of South Carolina,
- Visit an authentic Montessori Center or view videos.

2. Present research on the roles and responsibilities in various early childhood careers.

- Research through various means (interview, Internet, library, telephone, etc) a list of roles and the responsibility of each role.
- List different types of early childhood careers, the education required, the number of hours to work, the salary, the potential for advancement.
- Select an early childhood career and pose as that professional when presenting information to the class.

3. Interview early childhood professionals.

- Create a questionnaire for information. Add the edited sheet to the career portfolio.
- Create an interview evaluation-rating sheet. Observe various interviews and evaluate the interviews using the rating sheet. Justify reasons for ratings given with factual information.
- Establish mock interviews with students exchanging roles as interviewer and interviewee.
- Role play successful and unsuccessful interview. Discuss the components of a successful and unsuccessful interview.
- Create a list of five jobs that interest you. Choose one, list why it interests you and interview someone in that career.
- Talk to a student enrolled in higher education about what college is like.

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B. Developmentally Appropriate Practices

1. Determine special needs of children.

- Distinguish between acquired and congenital disabilities.
- Determine abilities and limitations of specific disabilities.
- Research and outline laws that protect individuals with disabilities.
- Role play talking to a parent about the special needs of a child.
- Compile information sheets on the various special needs of children, observable behaviors, and strategies to address the behaviors.
- Create a map of goals for you to achieve at school. Work with the children to help them establish goals.
- Make up a game of facts and “why” questions related to school.
- Plan and implement a disability awareness program/workshop.

2. Incorporate principles for promoting responsible behavior.

- Develop a learning strategy for teaching responsible behavior.
- Role play responsible versus irresponsible behaviors regarding adult models.
- Provide simple scenarios for children with the open-ended question “What would you do if...”

3. Present research on developmental theorists.

- Select a theorist and in a very creative way, teach the audience (classmates, parents, community members, etc) about the theorist.
- Dress up as a theorist and present information as if you are the theorist.

4. Assess family dynamic issues that affect the development of children.

- Compile a class log consisting of current event articles depicting how the family affects the development of children.
- Role play situations to demonstrate the affect of the family on the development of children.
- Create scenarios for discussion.

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C. Curriculum

1. Create a developmentally appropriate thematic unit integrating art, music and movement, language arts, dramatic play, math/manipulative play, discovery/science, computer technology, and social studies, and active play.

- Strengthen your brain's math power. Listen to classical music. By listening to music you set up connections in your brain that support math learning.
- Make a graph of most popular activities, foods, clothing, hairstyles, etc.
- Find an alcohol or cigarette advertisement in a magazine or newspaper. Talk about the message. How would you redesign the ad for children to understand it?
- Read a story and have the children to act out different parts.
- Have children practice the following skills: listening, waiting your turn, and following directions.

2. Incorporate technology in the thematic unit.

- Visit a library with Internet access—learn to use the Internet. Look up facts about your theme.
- Send a note to a parent, teacher, or friend, over the Internet.
- Create a vocabulary scavenger hunt related to your theme.
- Develop activities for each subject area for the students to be involved in throughout the day.
- Display children's artwork.
- Read to children individually throughout the day.
- Adapt curriculum for all rates of learning.

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3. Implement developmentally appropriate lessons.

- Write a short story about the students and allow them to guess who each character is.
- Organize a lesson plan binder with supplemental materials.
- Develop a long-range plan.
- Incorporate higher order thinking skills in lessons.
- Integrate different subjects areas into all lessons.
- Collect pictures of children from parents and allow the children to make scrapbooks.
- Establish a small canteen for children to practice purchasing various food items. Take a field trip to the store so that children can use skills in real life setting.
- Identify colors, numbers/alphabets while riding.

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D. Safe and Healthy Learning Environment

1. Plan learning environments according to state and federal guidelines.

- Contact the Department of Social Services and secure state and federal guidelines for learning environments.
- Invite a representative from Department of Social Services to speak to the class regarding state and federal guidelines for learning environments.
- Visit an early childhood program and interview the director or designated person regarding state and federal guidelines.
- Establish very simple food safety coloring sheets. Have the children talk about food safety before they color the sheets.

2. Guide learning activities according to state and federal guidelines.

- Create a learning activities rubric using state and federal guidelines. Score student developed learning activities using the rubric.
- Create a schedule for a specific kind of learning center. Describe what needed to be considered when developing the schedule.
- Observe children in a early childcare center. Make notes about the types of activities, the time of day, etc. Use terms such as choice time, job board, job jar, personal hygiene, routine, schedule, self-directed, teacher-directed, and/or transition where applicable.

3. Apply USDA guidelines to meals and snacks.

- Set up cooking activities for children where each child has a responsibility. Teach the children various concepts during preparation, cooking, and serving of the recipe, such as sanitation, safety, numbers, following directions, listening, taking turns, etc.
- Use magazines, newspaper ads, etc to collect pictures of various foods. Construct a food guide pyramid collage for the classroom.
- Read a story about eating nutritious foods versus eating junk foods. Have children to act the parts out as you read how you feel when you eat certain foods.
- Plan a nutrition workshop for parents and community members. Prepare handouts and presentations.
- Visit a grocery store, restaurant, farmer's market, etc.
- Help children to compile a recipe booklet of all recipes they help with in class to present to their parents as a final project.

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- Research the Women, Infants, and Children (WIC) program. Present findings to the class.
 - Locate the United States Department of Agriculture's Nutrition Education Training center in your area. Request information regarding ideas for nutrition education.
- 4. Demonstrate skills required for CPR and first aid certification.**
- Invite a certified CPR and first aid trainer to demonstrate techniques to the class.
 - Participate in CPR and first aid training for certification.
 - View a video depicting various scenarios where CPR and/or first aid is needed.
 - Discuss personal experiences with CPR and/or first aid.
 - List advantages and disadvantages of working with young children and having the certification versus not having the certification.
- 5. Demonstrate procedures to follow in cases of illness.**
- Develop an information brochure, booklet, etc. to disseminate to parent regarding procedures that will be followed in case of illnesses.
 - Discuss basic health practices and prevention procedures that will be used to prevent illness and disease.
 - Research common illnesses found in childcare centers and preventative strategies that can be used for each.
- 6. Identify improper practices that lead to injury, accidents, and death.**
- Brainstorm improper practices that can lead to injury, accidents, and death.
 - Contact agencies and collect information regarding injury, accidents, and death.
 - Collect news articles that show real life situations where improper practices lead to or could have led to injury, accidents, and death.
 - Create information to send to parents to help to avoid injury, accident, and death in the home.

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7. Formulate a plan for emergency procedures.

- Research guidelines for emergency procedures.
- Practice emergency drills in case of severe weather, sickness, etc.
- Request a copy of the emergency procedure plans from different child care facilities. Use the resources collected and develop a plan for emergency procedures.

8. Demonstrate procedure to follow in reporting cases of child abuse and neglect.

- Invite a Department of Social Services caseworker to talk about the signs of abuse and neglect and procedures that should be followed.
- Compile a list of questions as a class. Interview a police man, doctor, emergency medical services worker, nurse, etc regarding their observations of child abuse and neglect.
- Contact school administrators/child care center directors to determine procedures schools use to report child abuse and neglect.

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E. Collaborative Relationships

- 1. Demonstrate verbal, nonverbal, and written communication skills.**
 - Ask children open-ended questions to stimulate thoughts and verbalization.
 - Act out verbal, nonverbal, and written communication to various situations.
 - Discuss what you observe regarding each means of communication.
- 2. Use negotiation strategies in real-life situations with peers and children.**
 - Create books using pictures of the students in various situations to show different negotiation strategies.
 - Have children role play negotiation strategies.
 - Model negotiation strategies for children.
- 3. Apply problem-solving strategies.**
 - Make up problems that young children may have. Implement the problem solving strategies with the children actively participating.
 - Discuss going to a new school with the children. Invite teachers from the school or take the children to visit. Talk about the trip at the end of the day.
 - Collect pictures of a new setting and the staff for children. Discuss transitioning to a new setting. Use all of the problem solving steps.
- 4. Create team-building activities with peers and children.**
 - Organize a class picnic and invite all the families to participate in games, storytelling, and sing-alongs. Allow the children to serve refreshments to their families.
- 5. Design a technology-based resource of community services for children and families.**
 - Research community resources and services that are available for children and their families in your community as a class project. Disseminate a technology-based resource of community services for children and families based on the research.

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F. Professional Employment Skills

- 1. Critique skills and procedures for seeking employment.**
 - Maintain a professional portfolio for interviews.
 - Explore entrepreneurship opportunities.
 - Group Project: You are planning to open an early childhood center. Research information and list all the steps that are needed from the planning stage to the implementation stage. Include costs, fees, activities, contractual services, professional development, salaries, etc.